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# HINTS FOR TEACHERS

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[The aim of this department is to furnish teachers of Latin with material which will be of direct and immediate help to them in the class-room. Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be answered in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published with due credit if they seem useful to others.]

## Latin for English

As her "most puzzling problem" a teacher mentioned "the deplorable lack of knowledge of formal English grammar and the consequent lack of time to teach both English and Latin." This deplorable lack is a condition we must accept as almost universal and likely to persist. The solution of the problem is partly to prolong the elementary Latin work, partly to omit non-essentials in Latin grammar, but chiefly to teach English and Latin grammar together from the outset and thus save time. Our methods of teaching grammar must be revised with this in mind. As I have said before, we should find in existing conditions an opportunity for further service instead of complaining about them. An important objective is added to our list, that of teaching English grammar through Latin. A controlled experiment is now being conducted for the Classical Investigation to determine the best methods and materials for teaching Latin grammar so as to help English grammar. At the beginning of the course, the parts of speech in English and Latin should be studied, the use of cases should be illustrated by examples from both languages, and throughout the course the Latin and English constructions should be compared or contrasted, as the case may be. Several recent beginners' books give special attention to this matter.

**Parallels**

Some time ago the newspapers published pictures of the catapult used on United States battleships to launch airplanes. As one newspaper put it, "From having been one of the most ancient of the weapons of war the catapult has become the most modern." Here is a point of interest for the Caesar class.

**Latin in the Grades**

A teacher inquires as to the success of Latin in the seventh and eighth grades, and as to methods and textbooks best adapted for use with the younger pupils. No comprehensive survey of this field has been published in recent years, but there is no reason to think that the earlier investigations are out of date. Some years ago I sent out a questionnaire, which I followed up with another two years later. In the main the plan is a success. The chief difference in method is to go more slowly, taking three or four semesters for the elementary work. But the testimony is almost unanimous that in this time the work is done more thoroughly and more easy reading is covered. It is necessary to devote more attention to making the subject interesting, to oral work, and to English grammar and derivation. I have long been convinced that the teaching of elementary Latin in the ninth grade should be reorganized along similar lines. The tendency is now in that direction. Several textbooks have been prepared for use in the junior high school: Nutting, *A Latin Primer*, American Book Co.; Forsythe and Gummere, *Junior Latin*, Christopher Sower Co., Philadelphia; Lupold, *Introduction to Latin*, D. C. Heath and Co.; Scott, *First Latin Book for Junior High Schools*, Scott, Foresman & Co., though this has been supplanted by the same author's *First Latin Lessons*, intended for both junior and senior high schools. Another book intended for both is now in press. This seems to me as it should be; otherwise there is difficulty in correlating junior and senior high school work. Some of the regular high school textbooks have been successfully used in the junior high school Latin, especially those more recently published which have supplied the needs indicated above. On the other hand, some of the books written especially for the seventh grade seem more suited to the fifth or sixth grade.

The most recent bibliography on junior high school Latin appeared in the *Classical Weekly*, XII (1919), 201. To this list should be added:

Barton, H. J., *Latin in the Junior High School*, *University of Illinois Bulletin*, Vol. 13, No. 21 (1916), pp. 53 ff.

Scott, Emma H., *English Via Latin in the Grades*, *Classical Journal*, XI, 278.

*Report of the Committee on the Junior High School Syllabus in Latin*, University of the State of New York, Albany, N. Y. (reprinted in part in the *Classical Journal*, XVII, 52-65).

Those articles in the above mentioned bibliography which appeared in the *Classical Journal* may be found in Vol. IX, 385-394; XI, 7-24; XIII, 436-441; XIV, 167-75.

I will send a bulletin, published in 1915, which gives the opinions of teachers, etc., on receipt of a two cent stamp.

#### **A Roman Parallel to a Lincoln Saying**

Professor R. B. Steele, of Vanderbilt University, sends this very striking literary parallel:

Pliny the Younger closes chapter 62 of his *Panegyric* with the following words: "Singuli enim decipere et decipi possunt: nemo omnes, neminem omnes fefellerint."

This is not far from the famous saying credited to Lincoln: "You can fool some of the people all of the time and all of the people some of the time, but you can not fool all of the people all of the time."

#### **A Caesar Help**

Miss Goldia Dean Roach, of the Danville, Illinois, High School, makes one of the best suggestions I have heard of for smoothing the way for the bewildered pupil just beginning to read Caesar:

This year I have given a short synopsis in easy Latin of each chapter in Caesar before the children tried to translate it. I found that they could translate better since they knew what they were trying to translate and the simple Latin gave them confidence to try the Caesar.

#### **Latin Composition**

Miss Fay Miller, of the Belleville, Illinois, High School, writes:

I appreciate the testimony of those who confess in "Hints for Teachers" that they teach Latin writing for a week at a time. *Gradatim* and Nutting's *Latin Reader* furnish ideas for stories to be used in Latin composition. Of course the stories as given to the pupils in English must be very much shorter and simpler than the Latin originals, and must illustrate the construction which one wishes to emphasize. Sometimes I use the same subject for the second and the third year, but make the narrative for the third year longer, and have it include such constructions as the relative clause of characteristic, not needed for Caesar. All the stories contain participles, for my pupils seem to need

practice in them especially. The story for the fifth day of composition is not given to the pupils before class, but serves as a test. Only new words used are assigned the previous day. Of course this fifth story contains most of the constructions emphasized in the other four.

The following are some of the interesting stories which can easily be adapted to composition work: "Pocahontas," "A Soldier's Courtship," "A Difficult Escape," "A Quick-Witted Messenger," "Fortune Favors the Brave," and "A Remarkable Deliverance," from Nutting's *Latin Reader*; "The Robbers," and "The Young Shaver," from *Gradatim*.

Most pupils hate Latin composition chiefly because the sentences based on the text are so dry. The exercises in the first year text make freshmen tired of the name of Caesar before they ever see his book. Why should one continue to bore the poor children with such uninteresting sentences in the second and third years? They prefer stories, even if they do occasionally have to learn two or three new words which are not found on every page of Caesar or Cicero.

#### Visualizing Latin

An article with the above title in the *Educator-Journal*, XXII, 547-548, gives an account of a Latin exhibit at the University of Indiana. Included were models of Roman tools, weapons, books, a Pompeian house, bridge and soldiers, garments, all made by students. A model of a *reda* was called Tarquin's Rolls-Royce. Cakes baked according to Cato's recipes were not only exhibited but eaten. A catapult was called Caesar's "Big Bertha." In addition there were books, charts, posters, lantern slides, etc.

#### Latin Christmas Carols

Last year a teacher inquired about Christmas carols in Latin which might be sung by her pupils. Her plan was to have the pupils go about town singing them. While she did not carry out her plan, I give a list of available songs for those who wish to use them in this or other ways.

*Latin Songs*, by Calvin S. Brown, published by G. P. Putnam's Sons, contains *Dies Est Laetitiae* on p. 55 (words and music); *Caput Aprī Defero*, an Oxford song partly in Latin, partly in English, on p. 58. Other Nativity hymns would also be suitable, as *Adeste Fideles*, on p. 86.

*Plays and Songs for Latin Clubs*, published by the author, Professor D. N. Robinson, 162 No. Sandusky St., Delaware, Ohio (\$1.00), contains four Christmas carols, translations into Latin of *Joy to the World*, *Hark the Herald Angels Sing*, *Silent Night*, and *There's a Song in the Air*.